

**Unit #1 Title:** Planning for Educational Achievement/Planning for School Success

**Lesson Title:** Our Classroom Party

**Lesson:** 2 of 2

**Grade Level:** K

**Length of Lesson:** 20-30 minutes

**Missouri Comprehensive School Counseling Big Idea:**

AD.4: Applying Skills Needed For Educational Achievement

**Grade Level Expectations (GLEs):**

AD.4.A.0K: Identify and follow classroom and school routines.

AD.4.B.0K: Identify work habits necessary for school success.

**American School Counselor Association (ASCA) Mindsets and Behaviors:**

Academic Development

**Materials (include activity sheets and/ or supporting resources)**

Dry erase board/SMART board/other visual display, and proper writing utensils.

Blank paper folded in half and drawing materials (i.e., crayons, markers).

**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Missouri Comprehensive School Counseling Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

**Enduring Life Skill(s)**

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

**Lesson Measurable Learning Objectives:**

The student will work collaboratively with classmates to review the classroom schedule and select a time for a party.

The student will work collaboratively to identify at least two behaviors expected at a classroom party.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLEs.**

**Assessment can be question answer, performance activity, etc.**

Students work as team members to review their classroom schedule.

Students will decide what their classroom party schedule should be taking into account their lunch, specials, and recess times.

**Lesson Preparation****Essential Questions:**

Why is it important for people to have a daily plan?

**Engagement (Hook):**

Counselor walks in the classroom and says, "Please raise your hand if you would you like to have a party."

Counselor says, "Now, raise your hand if you would you like to help plan the party."

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. Counselor asks, "What do we need to think about for the party?"	1. Students will give their input (probably like food, movie, etc.)
2. Counselor says, "Most of you forgot to think about the time and how our classroom schedule affects the time we can have the party."	2. Students are thinking about what the counselor is saying.
3. Counselor then asks the students, "When do you have specials, lunch, and recess?"	3. Students respond by giving the time of day that they have these three activities during the school day.
4. Counselor then reminds students how	4. Students listen to the counselor.

<p>important it is to schedule a classroom party around these activities because we don't want to interfere with other people's schedules.</p>	
5. Counselor asks, "Based on your classroom schedule, would it be better to have the party in the morning or the afternoon?"	5. Students hopefully take into account their classroom schedule that was just discussed in order to pick the right time for their party.
6. Counselor then asks, "What behaviors do you need to show in order to participate in the party?"	6. Students respond with comments like respectful, responsible, (i.e. displaying the core virtues).
7. Counselor tells students that they can now make party invitations for their next classroom party (i.e. Halloween, Thanksgiving, Christmas, Birthdays).	7. Students make party invitations to remind themselves of their next classroom party.
8. Counselor then tells students to remember next time your teacher has a party that she/he had to take into account your classroom schedule. Counselor also reminds students that they need their behavior to be appropriate in order to participate in this activity.	8. Students listen to counselor.

### Teacher Follow-Up Activities

Teacher reminds students of the class schedule when she/he announces that their class is having their next party. Teacher frequently talks about the classroom schedule with the students.

### Counselor reflection notes (completed after the lesson)

--